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ABSTRACT

This intergroup institute was comprised of thirty secondary school teachers of the City of Chester, Pennsylvania who were chosen because of the need for teachers to be trained in the attitudes and skills most useful for desegregation, so that they may be change agents among the faculty; others needed assistance because of special problems in their classrooms. The training phase, held during the summer of 1965 consisted of three sessions daily: dynamics of democracy; reading and study skills; and, coordinating seminar. (Author/CB)

ED056109

Title: Special Training Institute for Problems of School Desegregation; Intergroup Relations Institute for Secondary School Personnel

Authors of Report: Directors and Staff

Eleanor M. Logan (Mrs. Henry W.) M. S., Associate Professor of Education and Philosophy and Director of College Reading Services, Director of the Intergroup Institute

Charles B. Smith, Ph. D., Associate Professor of English and Director of the Summer Sessions; Assistant Director of the Intergroup Institute

John W. Hopkirk, Ph. D., Associate Professor of Political Science, Pennsylvania Military College; Sessions Supervisor of Dynamics of Democracy

Ira de A. Reid, Ph. D., Professor of Sociology and Chairman of the Anthropology Department, Haverford College; Sessions Supervisor of the Coordinating Seminar

Joseph C. Hall, M. Ed., Associate Professor of Education, Cheyney State College; Reading and Study Skills Supervisor

Joseph M. Joseph, M. S., Director of Secondary School Curriculum Chester Public Schools, Institute Consultant

Contract Number: OE-5-37-050

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PENNSYLVANIA MILITARY COLLEGE
CHESTER, PENNSYLVANIA

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14 September 1965

UD010720

2. Abstract:

(a) Identification:

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Contract Number: OE-5-47-050

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PENNSYLVANIA MILITARY COLLEGE
CHESTER, PENNSYLVANIA

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14 September 1965

(b) Dates:

Of the planning phase - 31 May through 27 June, 1965
Of the training phase - 28 June to 6 August, 1965
Of the follow-up phase - 7 August 1965 to 30 June, 1966

(c) Participants:

Number: 30

(c) Participants (Con't):

Types: Secondary School teachers

School System: City of Chester, Pennsylvania

(d) Objectives of the Program

(a) To train secondary school teachers in the practical skills needed to cope with the pressing problems of desegregation

(b) To increase understanding of the impact of cultural deprivation upon academic achievement

(c) To coordinate insight and training with the actual school situations in order to develop within teachers the ability to look upon themselves as directors of the learning situation.

(e) Description of the procedures

The core program of the Institute consisted of three sessions daily:

(1) Dynamics of Democracy

Training in the practical value of insights into political and educational processes through the use of socio-psychological techniques directed toward local problems.

(2) Reading and Study Skills

Training in reading and study skills applicable for secondary students at various levels of development and their significance in student learning and adjustment.

(3) Coordinating Seminar

Relating the insights and training gained from the above to actual school-community situations through a variety of methods, including a desegregated secondary summer school used as a laboratory, visitng lecturers, informal discussions, field trips, audio-visual aids and written assignments.

(f) Results and Conclusions

The reaction of national and state officials, of human relations specialists, and of consultants, staff and participants indicate that the Pennsylvania Military College Intergroup Relations Summer Institute did achieve its desired objectives through highly effective procedures. One government representative attending sessions described them as "enlightening and truly ... educational"; a

(f) (Continued)

regional official of the Anti-Defamation League described his observation as "a very rewarding experience". The major consultant, in his report, emphasizes the success of the Institute in developing insights into a number of critical educational concepts. One faculty member, summarizing ideas also expressed by his colleagues, describes this program as "an unusually appropriate and effective blend of several elements, each of which offered something important to the participants.

The reactions of participants themselves are certainly a primary consideration in evaluating results. More than one-half (17) considered the Institute achievement of goals "excellent"; a third more (10) considered this abhievement "very good". More than two-thirds (20) cited as gains the boon of open and free discussion and the insights into other cultures which they obtained. At least one-half (15) achieved new realization of the importance of the attitude of "professionalism" in the teacher. More than one half (17) recommended no change in the program, and such changes as were suggested by others were incidental. Twenty-seven (27) of the thirty participants used superlatives in describing their total committment; none considered himself less than actually involved, and all thought the Institute experience would prove helpful in dealing with existing desegregation problems in local schools.

The Directors of the Institute were particularly pleased with the genuine scholarship and human communication of the faculty, with the desire of the participants to disseminate their new found insights among their colleagues, and with the spirit of unity which evolved during the Institute sessions. Perhaps this spirit of unity, this total awareness of common goals, was the greatest achievement of the Pennsylvania Military College Summer Institute.

Intergroup Institute at PMC Summer 1965

28 June - 6 August

3. Program

(a) Participants

Participants in the Summer Desegregation Institute at PMC were thirty (30) secondary school teachers of Chester. Among them were thirteen (13) Negroes and seventeen (17) whites, fifteen (15) men and fifteen (15) women. There were thirteen (13) who teach English, nine (9) who teach social studies, seven (7) who teach reading as an adjunt to English, four (4) guidance counsellors, three (3) who teach mathematics, three (3) who teach music, two (2) who teach Home Economics, and one (1) each who teaches science, Latin, and geography. The overlapping figures are indicative of the current high school practice in Pennsylvania of having teachers work in more than one subject. These teachers represented teams of five (5) and six (6) from the five (5) secondary schools: 1) The Senior High School, 2) Douglas Junior High School,3) Pulaski Junior High School, 4) Showalter Junior High School and Smedley Junior High School. The schools population is determined largely by neighborhoods. Chester's school population last year was 64% Negro; it will be 70% Negro this fall. This exodus of whites from the city is compounding the problems surrounding desegregation in the city schools.

Participants were chosen with two ideas in mind: 1) the need to have some natural school leaders trained in the attitudes and skills most useful for desegregation, in order that they might serve as prime movers among the faculty at large upon their return to their respective schools this fall; and 2) some teachers who most needed help because of attitudes and lack of skill which had created special problems in their classrooms.

The teachers who participated were:

Chester High School

Mr. Charles L. Bridy

Mrs. Grace A. Elrick

Mr. C. N. Miller

Mr. Andre M. Pollll

Pulaski Junior High School

Mr. William F. Birkofer (Guidance)

Mr. Joseph Daniel

Mr. Dallas Fitsimmons

Mrs. Charlotte L. Higler

Mrs. Ellen Lombardi (Guidance)

Showalter Junior High School

Miss Cancetta Catania

Mrs. Lucille Corbin

Miss Emma K. Devenny

Mr. William J. Dodds

Mr. Harry C. Jester, Jr.

Mr. James L. Lockerman

Douglass Junior High School

Miss Emma D. Anderson Mrs.

Mrs. Addie G. Cheeks

Mr. McClure F. Collins

Mr. Eugene Johnson (Guidance)

Miss Jessie Powell (Guidance)

Miss Sara V. Richardson

Smedley Junior High School

Mrs. Lu Anne Bussone

Mr. Pasquale A. Cosenza

Mrs. Mercedes Kirkland

Mr. Jay A. Kirvin

Miss Margaret M. Lidstone

Mr. Gus Skidas

Mr. John F. Vadino

Miss Beatrice K. Bright

Mrs. H. Whittington Logan, III

(b) The Permanent Staff

(1) The permanent staff consisted of a full-time director, an assistant director, and three session's leaders, two Negroes and one white. Each was present everyday of the Institute as scheduled. PMC was fortunate to have found dedicated professors whose solid scholarship was equalled by a genuine interest in people, a sincere conviction of the importance of Civil Rights, and unquestioned loyalty to the purposes and goals of the Institute. Everyone contributed to the development of the program not only in his own sessions but also in coffee and lunch time socializing and discussion as participants sought to know and understand each other better, and thus all the Staff made important contributions to the esprit de corps which developed in the group. Also each member gave full support to the joint and individual efforts of other members of the Staff by attending daily sessions and the weekly Staff meetings in which all made pertinent comment and gave support to the total project.

Dr. Hopkirk presented the academic background essential for looking objectively at existing conditions. Dr. Reid, a master teacher, led the group to a recognition of self, to an honest evaluation of formerly held positions, and to a recognition of community interest among all the participants. Professor Hall succeeded in developing in the participants a genuine concern for helping their pupils to learn to read whatever their reading retardation. As in all urban shifting school populations the incidence of reading retardation in the Chester schools is quite high.

Dr. Hopkirk's section was on Dynamics of Democracy. In this session training was given in the political and educational processes operating in democratic institutions. Sociometry, role-playing, and the clinical case study approach were directed toward salient local problems with the dual objectives of immediate improvement and ultimate prevention.

Dr. Reid thru the study of comparable human cultures in the Seminar gave insight into the nature of human beings. Through his unique ability to synthesize learning he focused all study into an interpretation of the Chester situation. Coordinating the instructional program and relating course content to actual school-community situations was the functional purpose of the Seminar.

Professor Hall conducted a workshop in Reading and Study skills as an approach to ethnic situations and in the resolution of disciplinary problems which arise, at least in part, from the inability of students to read the instructional materials. Teachers were shown that attitudes, understanding, and growth in personality and confidence, as well as a greater acceptance in the peer group can accrue when adolescents overcome reading deficiencies.

Professor Hall emphasized that every teacher is a teacher of reading.

As noted elsewhere the director's were much pleased by the honesty of approach, the genuine scholarship, and the human spirit which permeated the presentations of Dr. Reid, Dr. Hopkirk, and Professor Hall.

Dr. Reid, one of the most eminent sociologists in the United States, has had a long and extraordinarily successful academic career as teacher and author. Among his books are The Negro Immigrant, In a Minor Key, and Sharecroppers All. He writes for the Harvard Educational Review and other scholarly publications, and edited the recent civil rights issue of the Annals of the American Academy of Political and Social Sciences. He has further distinguished himself as a wise, objective leader in the civil rights program.

From the point of view of national and state visitors, the staff, and the participants, much of the success of the Summer 1965 Intergroup Institute could be attributed to Dr. Reid's unique ability to synthesize learning and focus it on the Chester situation, his superlative insights into people, and his masterly teaching techniques.

Dr. Hopkirk, prior to joining the Pennsylvania Military College faculty, was Chief of the Training Section of the Office of Personnel Administration of New York State Health Department. In this position, his duties involved the constant use of many group dynamics techniques, including role playing of various types. While he was in this position, he attended a special session at the National Training Laboratory in Group Development in Bethel, Maine, a nationally famous training program in human relations techniques. As Executive Secretary for the Chester Citizens Council for Urban Renewal, he has a thorough knowledge of the problems associated with desegregation in the Chester area. During the hearings held by the State Human Relations Commission at Pennsylvania Military College in the summer of 1964, he testified on points related to his fields of competence.

Professor Hall, at present a doctoral candidate at Temple University, is unusually well-qualified as supervisor for any area of Reading Studies, having held in the past such posts as Reading Clinician at Temple University, Director

of the Reading Clinic at South Carolina State College, and Assistant Coordinator of Atlantic University Center Reading Project. This outstanding young Negro educator has an extraordinary ability to communicate his knowledge as well as an extraordinary insight into the reading problems associated with the disadvantaged child and adolescent. His great success with the participants of the Summer Intergroup Relations Institute at PMC testifies to his talent and personality as a highly effective instructor.

(b) Consultants and Guest Lecturers:

Joseph M. Joseph served in three important ways. 1) He was the liason person with the Chester school district. In this capacity he screened the eighty-two (82) applicants for the thirty (30) places, and with the principals of each high school decided on which people should attend. 2) He worked in the original planning and writing of the proposal shedding much light on Chester's current needs. 3) As principal of the Chester High Summer School he provided the laboratory of a desegregated school taught by student teachers.

His interest continued throughout the program. He attended all the staff sessions and as many of the social occasions as possible. He has helped with the evaluation and will continue in his capacity as consultant.

Jeanne Brooker, State Human Relations Specialist, Bureau of General and Academic Education, Harrisburg served as consultant on methods and materials, and as a speaker. She brought to the Institute an excellent display of available materials from a variety of sources on desegregation, overcoming prejudice, and kindred subjects chosen with specific concern for teacher and pupil problems.

Her range of experience, personal dedication, and willingness to share made her contribution valuable.

(2) Guest Lecturers and Leaders

Dr. Boward Mitchell, Human Relations Resources Director, University of Pennsylvania initiated the special programs in a thoughtful analysis of the relationship of schools to all the institutions and organizations within a city from home and family to government. This basic concept of relationships among groups became the focus of the Community Resources symposia which followed it.

Later, he recounted the University of Pennsylvania experience (which he directed last year) of bringing disadvantaged youth to the university complex for living and basic learning experiences. He noted that the experience had an interesting side effect in its awakening some of the faculty to an awareness of human need outside the cloistered halls of academia.

He also gave the group a preview of his 1965 Project,

"College bound".

One effect of his presentation was the hope expressed by a few of the men that disadvantaged children might the following summer have some kind of camp experience offered to them. These men would like to direct a camp where cultural advantages such as music and drama were combined with study under supervision. As one said, "I'd be glad to spend my summer that way; but I must feed my five kids, and I have no resources to acquire the necessary funds."

Ideas such as this cannot be financed by public school teachers. It would seem that if funds were available for such training for equalizing educational opportunity, that leadership could be found among desegregation trained people.

Mrs. Zelma George, former United Nations representative and well known lecturer on the Negro, is a fascinating speaker with a wealth of statistics and a fund of incident to enliven a talk which made each listener more than ever aware of the need at home to become a truly united people. Her theme was that America cannot compete for the friendship or allegiance or business of the colored peoples of the world until her own house is in order. Her plea is for the recognition of all our people as first class citizens at home, so that we may proudly proclaim democracy abroad. She held the Institute group spellbound for one hour and twenty minutes although most thought her talk short and would have liked her to continue.

Miss Jeanne Brooker. See under Consultants.

Mrs. Suzanne Price, Specialist, Training Branch, Equal Educational opportunities Program, graciously agreed to tell the Intergroup Institute about some of the other Summer Institutes. It is a pleasant and warming thing to learn that other groups, perhaps some by different routes, are working toward the same goal. It was helpful to find some of the same approaches as we have been making to the problem, and to have Mrs. Price indicate that she (as well as our participants and Staff) thought our summer together was a good and profitable one for all concerned and would result in better educational opportunities for the Chester school adolescents under the supervision of the participants.

Dr. Albert Mazurkiewicz, Lehigh University Reading Director and U. S. representative of the Reading Teaching method called Initial Teaching Alphabet (ITA) presented this method as an approach to learning for those adolescents whose failure to learn to read by junior high school level creates their greatest disability. This and another recent development in the teaching of Reading called Words in Color presented by Mrs. Mary Jean Tomlinson, Reading Consultant of the Chester Schools, gave the teachers the

valuable knowledge that with new tools the case of even the non-reader is not hopeless. Miss Beatrice Bright and Mr. Joseph Daniel, participants and remedial reading teachers, developed at length the use of Words in Color as a corrective technique as part of their work in Professor Hall's session.

Community Resource Discussion Leaders

Mr. John Fitzgerald, Chester Redevelopment Authority Director

Perhaps the most maligned and misunderstood aspect of the civic endeavor in Chester in late months has been Urban Renewal. Obviously it can be viewed with suspicion in the light of what has happened in other cities. A feeling of mistrust of the Redevelopment Authority is prevalent in many sectors of Chester. Mr. John Fitzgerald, Director, Chester Redevelopment Authority, a young newcomer from another city with an already lustrous achievement in city planning, was met in the beginning of the symposium with considerable mistrust, but his straight forward answers to the questions put to him; his careful analysis of existing programs; his account of search for land areas that can be developed in this city which hugs the waterfront; his defense of building in less congested areas first to provide places for those who will be forced from their homes in the congested areas - made his presentation one which received special commendation in some of the participant's evaluations at the end of the Institute.

Mr. Robert Leighty, Director of the Greater Chester Movement, gave the background and the aims of the movement for the betterment of Chester. Like all organizations whose leaders brave the flux of many voices raised on racial problems, overty, and decay. GMC has come in for a measure of harsh criticism; but Mr. Leighty's reasoned, objective statement, as well as his obvious desire to see Chester emerge into an integrated rather than a splintered community, led some of the teachers to offer active cooperation and help in the GCM program.

Mr. Norman Watts, Director of the Youth Neighborhood Corps and Operation Opportunity, is a dynamic Negro human relations trained worker who is playing an important part in helping young Negroes and others develop skills and abilities to compete successfully in the economic market, particularly in local business and industry. He is now working with the Greater Chester Movement to develop a good training school for drop-outs.

His presentation was lively and informative. He may tend to claim more success for his programs than can be measured at present, but there is no question that an honest effort is being made under his aegis to alleviate the problem of the young, uneducated, school drop-out who has no skill to sell for his own livelihood.

The teachers asked many questions, and learned, among other things, from his talk that there is a possibility of the school district being able in time to give the same kind of job training rather than academic work with government assistance. All agreed there is a need for such training if many of the existing school groups are to find jobs in Chester when their schooling ends.

Mrs. Pearl Turner, school social worker and Chester Housing Authority Summer Social Director, introduced the Chester teachers to the concept of the school social worker. The idea was new to them although they are going to have the beginnings of such a program this fall when the school district will introduce its first social worker. Mrs. Turner talked of cooperation between teacher and social worker, and the worker's attempts to establish a rapport between the school and the family. There will be a group in the secondary schools at Chester this fall eager to help the new social worker, Mrs. Clare Ravecon, and to implement and supplement her work.

In addition Mrs. Turner talked about the sometimes discouraging efforts of the directors of the Public Housing Authority to develop a sense of community pride in the families living there, of the lack of material and resources available for anyone who tries to conduct something for the children. She cited the case of an unemployed male resident who is interested in art and wants the children to learn to paint and draw. But the question of getting, and keeping materials for such projects remains largely unanswered. She talked too of the "scrounging" to find space for the development of study cells for children who could not possibly study in their noisy and confined living quarters.

As a consequence the participants foresee a greater cooperation between the school teacher and the Social Director of the Housing Authority. More children are going to have cooperative guidance and direction after school even with the limitations of space and equipment in the Housing. Some space will be evacuated; some equipment will be found; some respect for it will be taught.

Mrs. Edna K. Stokes, Director of the Delaware County Board of Public Assistance, revealed to the group that there is an extensive use of county relief by Chester families with adolescent children. She asked for more cooperation between school and the county board; offered her assistance; and proposed ways of handling adolescents who resent or are embarrassed by their dependence upon the county rather than being supported as other children by their families.

(c) Methods

A variety of methods was used to achieve the Institute goals. Three regular sessions of study comprised the basic or core program. [1] In addition to the regular sessions were guest speakers, symposia, and special discussion leaders.[2]

Additional activities designed to further goals were a bus trip which gave the teachers an overall picture of the City. Some did not know the city very well at all; one or two knew it well. This trip was not so profitable as it could have been had a professional guide made the commentary.

Other activities which were valuable are to be found recorded elsewhere.[3]

(d) Facilities

Kirkbride Hall, MacMorland Center, and the Alumni Auditorium are all new well equipped areas for work and recreation. [4] The College Library was in constant use. [5]

(e) Teaching Aids

Teaching aids included the following: books, pamphlets, copies of laws, chalk-talks, a variety of maps, charts and graphs, tapes, fifteen millimeter slide projections, overhead projections, buzz sections, individual and group reports critically examined by the group, role-playing, the WHO AM I? quiz, and play reading.

There were two (2) films which could have been useful if available - "A Chance at the Beginning", and "Incident on Wilson Street"; and the book "Race Awareness of Children" by Goodman which could not be purchased because of book fund limitations.

(f) Informal Program: See Page (21) Overall Evaluation - Report Analysis - Logan, Smith.

(The picnic held the first week was an excellent "ice-breaker" in beginning the establishment of genuine social relationships among the participants.)

(g) Participation of Local School Systems

This institute was a cooperative activity involving the Office of Equal Educational Opportunity, Pennsylvania Military College, and the Chester Secondary Schools. Coordinator, liason man, and consultant from the Chester Schools was Joseph M. Joseph, Secondary School Curriculum - Director and Principal of the Summer High School. The Superintendent of Schools wrote to the college expressing the approval of the school district and their interest in the project. As follow-up to the whole program Mr. Long has written the President of PMC asking for a continuation of the program including administrators in future planning.

Mr. Joseph will remain PMC's liason man and institute consultant. He will supervise the evaluation procedures in the high schools, i. e., observation of results in classroom teaching and a subsequential summary of the effectiveness of the program from the Chester School administration's point of view.

(h) Consultation and Guidance

Fortunately the institute participants and Staff early established a rapport which made daily consultation and guidance an effective procedure throughout the institute. Coffee periods and luncheons were excellent media for this. Staff members sitting as participants in each others' sessions made a sense of community among all. The director's and assistant director's offices were across the Lobby (the coffee spot) from the room used daily for the sessions. This made it accessible to the group before and after sessions; and the participants daily took advantage of this. Also Mrs. Logan and Dr. Smith attended sessions as much as possible. The atmosphere was cordial and friendly. The Staff enjoyed getting to know the participants, and this appeared to be a mutual feeling.

(i) Content

The core of the program was three (3) sessions a day of concentrated work under the supervision of Professors Hopkirk, Reid, and Hall. They met for a total of five (5) hours each day for six (6) weeks. These sessions were Dynamics of Democracy, Seminar, and Reading and Study Skills. A detailed analysis of each follows in (l) Overall Evaluation.

In addition there were supportive procedures and guest lecturers and symposia on subjects of vital interest

to the problems of desegregation.

The six week institute demanded of participants and Staff a kind of dedication to purpose which was freely given by the Staff and most of the participants. For participant comment on this see Report Analysis (Logan, Smith - page (21). The Staff felt that any less time may not have been so effective in initiating change, any more would have been physically and emotionally exhausting.

(j) Evaluation

Weekly seminars and Staff consultations were held by the Institute Sessions' leaders, consultant, and administrators.

Sessions' evaluations were made through daily participant discussion and individual and group analysis of attitude and position taken daily throughout the Institute. In addition a daily log written by individual participants was the technique used in Dynamics of Democracy, Dr. Hopkirk's session.[6] In Dr. Reid's Seminar a series of five papers were written by each teacher.

These are titled: Cultural Deprivation and the City of Chester, Pennsylvania.[7] Their subtitles are:

I. Definition of the Situation

II. The Chester Community - A Way of Life

III. Under My Skin - One Learns to be Ethnic Racial

IV. "But Thus Saith the Law" - Civil Rights, the School and the Chester Community

V. A Redefinition of the Situation

In Professor Hall's session, Reading and Study Skills, the evaluative technique was the assignment of reports by individuals and groups on the way to use reading in teaching their respective subjects.[8]

Specific papers are titled:

Teaching the Language Arts of English in the Secondary Schools of Chester

"Words In Color", a Corrective Reading Technique

Integrated Musical Activities

Reading Music

The Teaching of Reading in Special Education

Reading Skills in Home Economics

Teaching of Reading in Social Studies

Significance of Reading and Study Skills

The Testing Program of the Chester Schools

The Teaching of Reading in Mathematics

(k) Plans for Follow-up

Planned as part of the follow-up for this particular group are two additional written evaluations in questionnaire form. One will be written by each participant at the end of January, the other toward the end of the second semester.

In addition it is hoped that OEE will sponsor a supportive program of five Saturdays of this coming semester devoted to a consideration of the significance of the language arts, a continuing Seminar with Dr. Reid, and special programs of importance to desegregation problems in Chester.(See Proposal submitted - 25 August 1965 - "Carry On" and "Kickoff")

(l) Overall Evaluation

Following the original plan for evaluation of the Summer Institute the Overall Evaluation will take the form of Report Analyses. There will be five (5) of them:

1. Report Analysis of Dynamics of Democracy by Dr. John Hopkirk, Sessions Supervisor

2. Report Analysis of Reading and Study Skills by Professor Joseph Hall, Sessions Supervisor

3. Report Analysis of the Institute by Joseph M. Joseph, Consultant and Chester School liason officer.

4. Report Analysis of the Institute by the directors, Professor Logan and Dr. Smith

5. Report Analysis of the Institute (a concluding talk) and assessment by Dr. Reid, Coordinating Seminar Supervisor

DYNAMICS OF DEMOCRACY

SYLLABUS

Dr. J. W. Hopkirk

BOOKS AND PAMPHLETS

David Krech, R. A. Crutchfield, and E. L. Ballachey, Individual in Society

E. Raab and S. Lipset, Prejudice and Society

Lloyd Marcus, The Treatment of Minorities in Secondary School Textbooks

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June 28 — Viewing of Film: "Children Without"
Discussion of its application to Chester
Krech, Krutchfield, Ballachey, Chapter I "Introduction"

29 — Krech, Crutchfield, Ballachey, Chapter 2 "Cognition"

30 — Krech, Crutchfield, Ballachey, Chapter 3 "Motivation"

July 1 — Krech, Crutchfield, Ballachey, Chapter 4 "Interpersonal Response Traits"

2 — Krech, Crutchfield, Ballachey, Chapter 5, p.p. 137-147 "The Nature of Attitudes"

6 — Krech, Crutchfield, Ballachey, "The Formation of Attitudes"

7 — Raab, E. & Lipset, Seymour - Prejudice and Society, Chapter I

8 — Raab & Lipset, Chapter 2, "The Shifting Nature of Prejudice"

9 — Raab & Lipset, Chapter 3, "Learning Prejudice"
Chapter 4, "The Prejudiced Community"

12 — Raab & Lipset, Chapter 5 & 6 "Family and Group Influences in the Prejudiced Community" - "Some Implications for Action"

13 — Visit to Operation Headstart

14 — Recording: "Adventures in Negro History"

15 — Marcus, Lloyd, The Treatment of Minorities in Secondary School Textbooks, Chapters 1& 2
Continue discussion of Recording "Adventures in Negro History"

16 — Marcus, Lloyd, Chapters 3 & 4

19 — Krech, Crutchfield, Ballachey, Chapter 7 "The Changing of Attitudes"

20 — Observation of Classes - Chester Summer High School

21 — Discussion of behavior observed at Summer High School
Krech, Crutchfield, and Ballachey, Chapter 8 "Language and Communication"

July

22 Film: "Language in Action: "Talking Yourself into Trouble"
Krech, Crutchfield, and Ballachey, Chapter 9, "Society"

23 Krech, Crutchfield, and Ballachey, Chapter 10, "Culture"

27 Panel discussion:

Robert Leighty, Director, Greater Chester Movement
W. Norman Watts, Director, Youth Neighborhood Corps
Operation Opportunity

28 Krech, Crutchfield, and Ballachey, Chapter 11 "Groups and Organizations"

29 Panel discussion:

Mr. John Fitzgerald, Chester Redevelopment Authority
Mrs. Edna K. Stokes, Delaware County Board of Public Assistance

30 Krech, Crutchfield, and Ballachey, Chapter 12 "Leadership and Group Change"

August

2 Sven Lundstedt, "Administrative Leadership and the Use of Social Power, " Public Administration Review, Vol. 25, No. 2, June, 1965 pp. 156 ff.

3 Krech, Crutchfield, and Ballachey, Chapter 13 "The Effective Group"

4 Krech, Crutchfield, and Ballachey, Chapter 14 "The Individual in the Group"

5 Review

6 Review

Report Analysis
INTERGROUP INSTITUTE

Dynamics of Democracy - Session Supervisor: Dr. John Hopkirk con't)

The goals of this program included increasing teacher understanding and effectiveness in working with the problems of culturally deprived students within the particular context of a racially-mixed school system. A basic assumption of the program appeared to be that this requires both exceptional teaching skills and also attitudes conducive to understanding the psychological and intergroup relations problems of the varieties of students encountered in such a situation.

Three component parts of the program were designed to meet these objectives:

1. Provision of additional tools through which teachers could attack concrete learning obstacles such as reading deficiencies. This was the area of Professor Hall's responsibility in the reading development program.

2. Provision of greater understanding of the cultural environment in which teacher-student interaction takes place. This was approached through cross-cultural comparisons and an exploration of their significance for the culture of Chester and the Chester school system. In this area Dr. Reid's performance appeared to be both unusually skillful and appropriate.

3. Provision of an opportunity to review and develop new understanding of the determinants of individual behavior in a group setting, together with application of these insights to the motivational and disciplinary problems encountered in an environment such as the Chester school system. This last area was the one for which I was personally responsible and will provide the major focus for my evaluatory comments.

Instructional materials used

One major anchor-pin for my presentations was the social-psychology text, Individual in Society by Krech, Crutchfield, and Ballachey. This proved to be a good collection of basic material. My view was that in a program such as ours it was important to provide a substantial variety of supplementary materials and experiences which would relate general principles of social behavior (such as considered in Krech, et al.) to the specific problems faced in a teaching environment such as that of the Chester school district.

Conclusion of the institute leaves me with the firm conviction that such methods, outlined below, are essential in this type of program.

Films. Various films were used (more would have been employed if available) which were excellent in quality and useful portrayals of the problems with which these teachers are faced.

"Children Without" provides an excellent introduction to the problems of the ghetto school. I would continue to favor its use for purposes of opening up the institute subject for discussion, but with more opportunity for immediate discussion than was present at our introductory meeting.

"A Chance at the Beginning" and "Incident on Wilson Street" also would have been of substantial value. "Chance at the Beginning" fairly vividly and positively portrays some of the handicapping lack of experiences of many ghetto children and indicates some of the postive approaches which can produce behavioral change in such children, particularly at the point of initial contact with the educational process.

"Incident on Wilson Street" portrays problems of children at or near adolescence. It would be particularly useful in launching discussion of some classroom behavior problems and of appropriate teacher response to such situations. Unfortunately both of these latter films were in short supply and could not be scheduled for institute use. Where a longer planning period is available they would be well worth considering.

"The High Walls," a less skillfully done dramatization of origins and manifestations of prejudice, nevertheless can serve as a springboard for discussion of written materials specifically relating to the nature and problem of prejudice.

Group Involvement Procedures

Development of material related to the individual in society generally, and to Krech, Crutchfield, and Ballachey in particular, was based on extensive discussion and other methods designed to maximize participation and involvement of the group. This approach, based on theories of adult education and group learning, rested on two assumptions. The first was that within a group of this nature there should be sufficient experience for it to supply its own specific illustrations and to develop solutions to problems confronting it. The second assumption was that group members were more likely to change their outlook and approach to motivational and disciplinary problems as a result of group discussion rather than through lectures from the instructor.

One group involvemant technique that was used successfully was that of the buzz group. I would recommend continued employment of this device where appropriate.

At the end of the session a short period was spent on role-playing as an approach to rethinking the teacher's approach to classroom disciplinary problems. Difficulties were encountered here because of shortness of time and a lack of general available case materials. Nevertheless several situations were developed and analyzed, based on situations from the Chester schools. In the viewof this instructor, this is a particularly valuable technique for improving the methods of dealing with motivational and disciplinary problems. From that standpoint it would be desirable to develop additional role-piyaing case material through systematic methods of observing and reporting on problem incidents of classroom behavior.

Two sessions were spent observing and discussing the leadership needs displayed by the group when operating in an unstructured situation where the instructor removed himself from the conventional role of group leader. This was viewed as a means of developing greater appreciation of the leadership problems to a less appropriate group diagnosis of individual behavior problems among Institute members.

Efforts at involving the group and in getting it to reconsider the problems faced by Chester teachers appeared to be successful, not only in the sessions conducted by this instructor, but throughout the Institute as a whole. Over the course of the six-week Institute program one sensed the development of a special feeling of group involvement and morale. Group members became much more open in their comments about teaching problems and appeared, with few exceptions, to have developed a better understanding of each other and of the variety of attitudes which varying segments of the community bring to the school situation. A few members of the group were quite passive, however, an observation leading this instructor to wonder whether real success with a program such as this might not be furthered by having a group significantly smaller than the thirty who participated in all sessions of the Institute.

Community Resource Panels

One of the significant features of the Institute program was a series of speakers who introduced the group to a variety of community programs, governmental and non-governmental, dealing with aspects of physical or human resource renewal. These sessions seemed to be of substantial interest to group members. In this observer's opinion they had an important impact in helping to create an awareness that teachers were not alone in their efforts to cope with the problems of a troubled community. Similar experiences should be made available to other teachers in the district as part of any future programs of this nature.

Overall Evaluation of the Institute

My impression is that this program was an unusually appropriate and effective blend of several elements, each of which offered something important to the participants. Professor Hall provided material which should assist in dealing with an important obstacle to learning, the problem of reading deficiencies. Dynamics of Democracy took a new look at some of the motivational and behavioral factors with which the classroom teacher is confronted. Professor Reid's coordinating seminar provided insights into the environmental situation which conditions the nature of the teacher's job and determines in part the factors necessary for successful teaching in a community such as Chester, Pennsylvania.

Dr. John Hopkirk

Pennsylvania Military College
Chester, Pennsylvania

Reading and Study Skills

Course Description — Three Semester Hours

A workshop in the significance of reading and study skills in the learning process. Training in the use of special reading and study techniques as approaches to ethnic situations and in the resolution of disciplinary problems which arise, at least in part, from the inability of students to read the instructional materials. Teachers will be shown that attitudes, understanding, and growth in personality and confidence, as well as a greater acceptance in the peer group can accrue when adolescents overcome reading deficiencies.

Objectives

1. To discuss and understand concepts basic to the area of reading.

2. To examine principles which foster effective reading instruction at the secondary level.

3. To gain special insight into effective teaching of reading to disadvantaged youth.

4. To gain an understanding of the high school student in relation to the reading program (characteristics, interests, achievement, needs) to know the range of individual differences and how to provide for them.

5. To gain insight into the nature and complexity of the reading process.

6. To become acquainted with the wide variety of materials available for the instructional program in reading.

7. To develop a suitable array of methods which help students to acquire and to use reading and study skills.

8. To get secondary school teachers to understand and to accept the responsibility to help institute or to help carry on high school reading programs.

9. To understand the types of reading skills which make up the complex called reading ability

10. To know the characteristics of a sound reading program, acquaintance with the various types of programs in current use in this country.

11. To become acquainted with the reading program of the elementary school in order to establish basic knowledge upon which to build the secondary program.

ferences

References used in this course are extensive, but the two basic xts are:

arlin, Robert, Teaching Reading in High School, New York: The Bobbs-rrill Col, 1964

iss, Jerry M., Reading in The Secondary Schools, New York: The Odyssey ess, Inc., 1961

You will note, also, that there is a bibliography attached to this terial. Throughout the course your instructor will be calling your tention to these books and to additional books and articles.

equirements

Each student is expected to:

1. Do required readings and give close attention to all material distributed in class.

2. Learn to understand and make use of certain diagnostic instruments presented in class.

3. Participate in group projects.

4. Fulfill daily or weekly assignments.

ourse Outline

I. Basic Understandings Needed for General Orientation to the Reading Area.

   A. Insight into the nature of the reading process

      1. Reading as a psychological process
      2. Reading as a sociological process
      3. Reading as a pedagogical process
      4. Reading as a developmental process
      5. The four phases of the reading act

   B. Reasons for teaching reading in the secondary school

   C. Stages of reading development

I. Overview of the Elementary Reading Program

   A. Major goals of instruction

      1. Developmental
      2. Functional
      3. Recreational
      4. Corrective

B. Reading readiness in first grade

C. Beginning instruction in reading

D. Later stages of reading instruction

E. Typical reading materials

F. Procedures for a basal reading selection

G. Expectancies at end of elementary program

III. Reading in the Secondary School Curriculum

A. Goals of reading instruction

B. Individual differences among high school students

1. Psychological
2. Physical
3. Social and Emotional
4. Achievement

C. Kinds of readers

1. Developmental
2. Corrective
3. Remedial

D. Causes of reading disability

1. Physical factors
2. Intellectural factors
3. Emotional factors
4. Social and cultural factors
5. Educational factors

IV. Improving Reading in the Content Fields

A. Responsibilities common to teachers of all content areas

1. Knowing the students
2. Knowing the reading demands of the subject and helping the student to develop the necessary skills to higher levels
3. Specific responsibility for progress in such basic reading skills as are required in the particular content area
4. Developing readiness for reading
5. Stimulating wide reading in connection with the content area generally and with units within the subject
6. Making appropriate instructional materials available

B. Determining reading levels and needs

1. Standardized tests
   a. individual and group
2. Informal reading inventories
   a. individual and group

3. Cumulative records
4. Systematic observation
5. Autobiographical writing

Problems encountered in reading in the various content fields

1. Adjusting rate of reading to different types of material
2. Vocabulary
3. Concepts
4. Experiential background
5. Technical language
6. Compact writing
7. Expressions of relationship
8. Critical thinking
9. Patterns of writing

Essential reading skills

1. Reading to follow directions
2. Reading for details
3. Reading for main ideas
4. Reading to organize
5. Reading maps, graphs, charts, tables, etc.
6. Others

Methods of instruction in content fields

1. Developmental reading lesson
   a. preparation
   b. guided silent reading
   c. group interpretation
   d. re-reading
   e. follow-up

2. Unit approach
   a. purpose
   b. Organization of group or independent work
   c. Organization of basic sequence in reading skills
   d. Procedures for teaching skills
   e. Evaluation of the unit

Development of Basic Reading Skills

A. Word Recognition and word analysis skills
   1. Sight vocabulary
   2. Configuration clues
   3. Context clues
   4. Phonetic analysis
   5. Structural analysis
   6. Use of glossary and dictionary

B. Vocabulary

   1. Higher level use of context clues
   2. Use of affixes and roots
   3. Study of word lists

C. Comprehension

1. Levels

a. Literal
b. Interpretation
c. Critical

2. Skills

a. Main ideas
b. Details
c. Others

D. Study Skills

1. Following directions
2. Location of information
3. Reading tabular and graphic material
4. Organizing information
5. Retention of information gained through reading
6. Use of suitable reading-study methods
7. a. SQ3R
b. Knowing and using the study aids found in textbooks

E. Rates of Comprehension

1. Difficulty of material
2. Nature of content
3. Purpose of reader
4. Familiarity of reader with vocabulary and subject matter

VI. Materials of Instruction

A. Instructional materials for students

1. Reading textbook or textbook series
2. Reading workbooks
3. Study habits workbooks and guides
4. Multi-level material
5. High interest-low vocabulary books
6. Mechanical devices

B. Professional materials for teachers

1. Professional textbooks on reading
2. Yearbooks and conference reports
3. Publications from professional groups
4. Periodicals

VII. Developmental Reading Programs in the Secondary School

A. The all-school developmental program

B. Compromise programs
1. Special reading classes
2. English or core classes
3. Substitute English class
4. Instruction within the regular English class

VIII. Retarded Readers in Secondary Schools

A. Definition

B. Etiological factors

C. Identification

D. Corrective and remedial instruction

Report Analysis
INTERGROUP INSTITUTE

Reading and Study Skills - Session Supervisor: Joseph Hall

This section of the report is devoted to a general description and evaluation of the Reading and Study Skills section of the Institute. The primary purpose of this phase of the Institute program was to acquaint the participants with the way in which reading and study skills function in the various content areas. The instructor also attempted to help the participants solve some of the rather perplexing problems in reading with which they are confronted in their classrooms. In addition, special emphasis was also given to the fact that poor reading ability is often the cause of many other problems in the academic area. Throughout the course, a great deal of attention was focused on the relationship between cultural deprivation and poor reading ability, and the way in which teachers might help the disadvantaged student to overcome this handicap. For an exact description of the goals and work undertaken with the Institute participants, see the Reading and Study Skills Outline.

Each of the thirty participants met with the instructor five days a week for a period of six weeks. Each session was approximately an hour and forty-five minutes in length. The sessions were lively, attendance was excellent and the participants seemed to bubble over with genuine enthusiasm once the initial negative attitudes, which many of the teachers had toward reading, had been overcome. As soon as this hurdle had been cleared there was almost total personal involvement of each member of the Institute, and they all seemed to enjoy and profit from the sessions tremendously.

Initially, the instructor assumed full responsibility for the nature and direction of the sessions, but as the participants moved beyond the confines of their limited knowledge in this area the sessions were structured in such a manner that necessitated more responsibility on the part of the participants. For example, the last week of the program was carried on almost entirely by the participants. The teachers divided themselves into teams and researched particular aspects of reading and study skills which they felt would be most beneficial to them in the course of their normal teaching responsibilities. This project also made it possible for the instructor to evaluate, to some extent, the effectiveness of his teaching. These presentations were handled very creatively and they indicated that the teachers had been able to assimilate the information which had been presented in class during the previous five weeks. This project also gave the participants an opportunity to solve some of the problems with which they are confronted with during the regular academic year. For a fuller understanding of these special projects see the papers which are attached to this report.

It is the opinion of the writer that the participants in this session of the Institute derived many benefits which cannot be measured in an objective manner. For example, throughout the course most of the participants constantly made unsolicited remarks as to how valuable they thought that this course really was. Most of the teachers seemed to be cognizant of changes in their attitudes toward the value and purpose of incorporating the teaching of reading with their subject matter. Remarks such as the following were quite common:

"My outlook has changed concerning my responsibility for the teaching of reading." "I now realize that every teacher whose subject matter area calls for reading can help students develop efficient reading and study skills." "You are really giving us the kind of information which will enable us to do a better job of helping our students to learn our subject matter." "I wish I had received this information while I was an undergraduate."

In conclusion, then, it is the writer's opinion that this particular aspect of the institute program has gone a long way in the direction of achieving fruition and should ultimately realize its intended purpose - the training of secondary school teachers in the practical skills needed to cope with the pressing problems of desegregation.

Professor: Joseph Hall

Report Analysis
INTERGROUP INSTITUTE

Joseph Maron Joseph - Institute Consultant

Considering the fact that the 1965 Summer Institute was approved very late in the school year, then the most significant outcome of the Institute was that it was started and completed and also that eighty-four teachers of two-hundred-forty secondary teachers applied for admission.

For the first time in Chester, a group (small as it was) of secondary school teachers, chosen from city-wide from a variety of teacher areas of the curriculum, examined desegregation as a real-life situation in our city schools. Contact - open contact - and disscussion, under intellectual leadership of the professors and under the sponsorship of a college, was made and conducted by a group of Negro and white teachers. In my opinion, these moves reduced the summer racial tensions of the city.

During this examination and scrutiny, we developed insights into a number of critical educational concepts. These are listed as follows:

(a) Anthropology and sociology will have to play a more inclusive role in developing a philosophy of education for the last half of the sixties and for the seventies. No longer can Chester's Educational Program be based solely on the psychological, scientific and historic concepts set down in the 1920's and 30's and even earlier in the century.

(b) Ignornace of the findings of modern studies made in the fields indicated above will engender bias and prejudice; these attributes of ignorance will produce an inferior education and create a society where educational opportunity is not equal.

(c) The Negro learner has been misjudged and his educational potential has been attentuated by reasons inherent in cultural deprivation and separation from the established white-man mores.

(d) The teacher of the future (starting in September) must be made aware that a professional type of teaching will be needed in order to reduce or eliminate this attenuation of the learning capacity of the Negro.

(e) A professional teacher is one who can view the panorama of the classroom from an interested but detached role of director of the learning situation. As a director, the professional is keenly aware of the significance of reading to the total development of each and every individual in the classroom.

(f) A professional teacher is one who is also aware that reading skills are closely interwoven with the sensory experience and linguistics of the culture group. All learners of a group must be brought into the common culture, else those without the culture will likely be deficient in reading.

(g) Since the consensus of the teachers, based upon their own experience, that a poor reader is likely to be an individual who contributes to classroom tensions and disciplinary incidents, we should concentrate on using improved techniques of teaching and re-teaching fundamental reading skills.

(h) Each member should accept the responsibility to disseminate the ideas which they obtained from their seminars this summer, not only in their own classes, but among their fellow teachers as well. The participants also expressed hope that the Institute might continue on a modified basis for them during the school year and that it be expanded to include other teachers and a program for administrators.

When these teachers return to their respective schools, I am sure they will speak glowingly of their explorations at Pennsylvania Military College into education from the viewpoint of equal educational opportunity. Those of us who are concerned with compliance of the Civil Rights Act of 1964, appreciate how much the presence of these pioneers will do to ensure lawful compliance with the Act.

Joseph Maron Joseph
Institute Consultant

Report Analysis

INTERGROUP INSTITUTE

Pennsylvania Military College

28 June - 2 August 1965

Director, Professor Eleanor Logan - Assistant Director, Dr. Charles Smith

Judging from the reaction to the institute by national and state officials, human relations specialists, the community, the public-at-large, and the participants, the Pennsylvania Military College intergroup program with thirty (30) Chester secondary teachers is one effective way to develop insights and to train teachers in practical skills to make them more able to promote effective learning in desegregated schools. [1]

The program [2] was designed with Chester's often eruptive ethnic problems constantly in mind and with specific objectives to coordinate all new teacher awareness, understanding, and skill with the actual school situation. The three daily sessions and special programs (other than social) were planned to create adequate anthropological, sociological, and educational background with emphasis upon multi-ethnic and cultural groups; to develop an awareness of the impact of cultural deprivation on academic achievement; to establish a first-hand knowledge of the interplay of Chester's problems in the community and the efforts that are being made to resolve points of difference; to develop practical skills to take into the classroom in order that all the children there might have an opportunity to learn under teachers who have a genuine interest in them as individuals and are knowledgable about ways to help each to achieve.

Methods used in the daily sessions included: 1) discussion 2) small group sectioning 3) buzz groups 4) group reports 5) individual reports 6)problem solving 7) role-playing 8) play reading 9) leader directed analysis and 10) audio-visual aids. Audio-visual aids used were: 1) films and filmstrips such as "Children Without" and "Language in Action: Talking Yourself into Trouble", and recordings such as "Adventures in Negro History" and "The Case of the Borrowed Wife."

To provide the participants with a common background of source materials a selected list of books and pamphlets were distributed and read by all the staff and participants. 10 In addition books applicable to the courses were made available at both Kirkbride Hall and the Memorial Library where a reference shelf was set up the first week of the Institute.

Practical in-the-field activities included observation and analysis of the programming and teaching at: 1) the desegregated Chester Summer High School; 2) Operation Goodstart at three Chester elementary schools; and 3) a visit to an integrated camp for underprivileged Delaware County children, a large portion of whom come from Chester. Some of the teachers did not know the camp existed; others knew nothing of its operational procedures nor what children could attend. Some will recommend young people for it next year.

One social activity combined the convivviality of an evening's theatrical entertainment with viewing and analyzing three one act plays on subjects pertinent to our study and enacted by an integrated cast from one of Chester's newly created Neighborhood Centers (an activity of the Greater Chester Movement).3

Social activities included six weekly luncheons at three of which there were special speakers and one of which was served as a buffet; two evenings at the theater; one, the amateur performance by an integrated Chester group mentioned above, - the other, a professional performance of Irma La Douce at the Valley Forge Tent Theater; one picnic; daily coffee breaks; and a tea at which the institute staff and participants, guests speakers, and Chester school administrative personnel were guests of the President of the College.

Individual involvment in all institute activities- study, work, recreation-was intense. Twentyseven (27) of the thirty participants used superlatives in describing their total commitment. None considered himself less than actively involved. There were no passive observers and no drop-outs.

Over one half of the participants (17) considered the institute goal achievement was excellent; a third (10) more considered the goal achievement very good. Participant understanding is reflected in these representative individual statements of objectives made at the conclusion of the sessions:

> To provide insight in and understanding of intergroup and intercultural problems in the schools caused by the recent changes - desegregation of classes and schools.
> To improve the abilities of secondary personnel to deal effectively with these specific problems and to acquaint them with techniques helpful in solving these problems. Negro Woman - 57 years old

To study comparative human cultures by the application of socio-psychological procedures to the political and educational processes operating in democratic institutions. Training in the use of special reading and study techniques as approaches to ethnic and culturally disadvantaged situations arising in part from the inability of students to read the instructional materials. Negro-Man

To establish a basis for "Communication" among teachers in the same school district which can be transferred to the students they teach and also to the community. To provide some workable methods, adaptable to the various teaching levels, so that the vital processes of education may be as meaningful as possible to all students. To emphasize each ones difference instead of the fact that we are "at difference". White - Woman - 34 years old

To stress the importance of reading as a basic tool necessary inall subjects. To participate in the creation of skills and techniques for solving intergroup problems." Negro - Woman 40 years old

To help a select group of teachers become more aware of the school and city problems, in the hope that we could form a core of teachers who mayhelp other teachers and our students. To help us all to become professional (TEACHERS) We have all seemed to become professional people. I am aware that teachers have added to the problem in many cases. I can now attempt to change this. White - Man - 37 years old.

Prepare the teachers of Chester to meet the challenges of a desegregated school system, so that we can do an effective job of teaching all students regardless of their ethnic background. Develop an awareness to the special needs of the "low achievers" by emphasizing the responsibilities of teachers to instill confidence in their students by providingmeaningful learning experiences. Served as an excellent "springboard" for integrated faculties.

This Institute provided a healthy climate for teachers of all racial, political and religious affiliations to work together and get to know each other better by exchanging ideas and opinions.

If the Institute had accomplished nothing else, I would say that it was valuable, for

I feel certain that many participants have altered their patterns of thinking and others have been challenged at least to consider a change of attitude. Negro - Woman - 44 years old

To prepare Community for successful compliance with Civil Rights Act. Prevent future rioting. Preparing Teachers to handle "Reading Problems" (the key to learning process). White Man - 52 Years old

To take the initial step towards dispelling some of the myths and misconceptions and assumptions concerning people who are "different" from ourselves. Once this 'wall' is down people can begin to live and work and build together in Chester schools. The attitudes, techniques and tools of the educator must change. Negro - Woman - 44 years old

More than two-thirds of the participating teachers cited the following as gains:

(1) Intragroup acceptance and a sense of working together toward common goals. The development of genuine rapport and interpersonal communication and interaction. The boon of free and open discussion.

(2) Insights into other cultures, ethnic groups, and the underprivileged.

One third or more cited the following:

(1) Awareness and better understanding of human dignity and worth in all peoples.

(2) Recognition that teachers deal with problems of people rather than with racial groups. Elimination of sterotyping.

(3) Learning to deal with people and problems without prejudice.

(4) Recognition of the importance of Professionalism and the determination to be governed by it.

(5) Developing and/or strengthening of positive attitudes.

(6) Learning about community resources.

(7) Developing skills to work with poor readers.

The portions of the program considered most valuable were:

(1) The opportunity to learn to really know each other as individuals

(2) The Seminar

(3) Reading and Study Skills Session

(4) Resource people and outside lecturers

(5) Learning to know about community resources

(6) Informal activities

Special commendations were bestowed upon:

1) Dr. Reid

2) Speaker programming with Dr. Howard Mitchell, Human Relations Resources Director of the University of Pennsylvania and Mrs. Zelma George, noted sociologist and specialist in international racial problems receiving special mention.

All the participants thought the institute experience would prove helpful in dealing with problems incident to desegregation in the existing schools: the hopefulness ranging from genuine optimism of a high order to hopeful caution. A particularly thoughtful comment took into consideration one of Chester's major school problems:

> With the increasing racial-imbalance of our school population leaning steadily towards a Negro majority- it seems difficult to arrive at a solution promoting desegregation. Even with the extensive Urban Renewal Program the whites are steadily leaving the city. Only a very limited area is occupied by the white population of Chester. Urban Renewal is hopeful of enticing many of the middle-age group (whose children have left home) to return to occupy the apartments which will be erected. We can't prevent the shift in population, but we can try to do more for the victims of our poverty pockets, especially the children - they are America's future. Negro - Woman - 44 years old.

In analyzing the total institute over one half of the participants (17) would recommend no change in the program. Suggestions for possible changes made by the others included the time schedule. One quarter indicated they would have liked a continuation of the program for two more weeks. Three people would have preferred a shorter institute. One quarter of the people would like Dynamics of Democracy to be taught with more practical application and would like administrators to have the same training they have just received. Four (4) each recommended even more use of community resource people and some field work in community activities.

Typical participant comment on the general structure and specific program of the institute follows:

> I am of the belief that the courses offered in this institute should not be changed. The background material offered, the correlation of information and experiences, and a practical skill subject to improve the abilities of the participants are all very necessary. Six weeks is satisfactory. Negro - Woman - 57 years old.

The highest standards of professionalism on all levels as repeatedly stressed in the Intergroup Relations Seminar will be the best and most practical approach to problems involving desegregation and the culturally diadvantaged students. The Reading and Study Skills Workshop was an excellent approach to (1) basic concept training in all areas of reading, and (2) getting secondary teachers to understand and to accept their full responsibility in aiding the secondary school reading program. Negro - Man

There was no learning experience at all in this institute that was of no value in dealing with problems of desegregation and the culturally disadvantaged student. Negro - Man

Among the overall values of this institute were (1) an opportunity to know secondary teachers better, and (2) for the first time to afford teachers an opportunity where they might freely and honestly present their innermost feelings regarding segregation and the culturally deprived students in Chester. Negro - Man

This institute was a fine educational experience. The Director Mrs. Logan and her staff at PMC conducted this summer session extremely well. Each day presented a different challenge. The panels-field trips, social affairs etc. were well planned. All channels of civic interest were employed. I feel that I will be a better teacher for this experience. White - Woman - 52 years old

I as a teacher will have to try and renew my personal approach in the classroom. White - Woman 34 years old

A constant awareness that everyone is a human being and the dignity of the individual must be preserved - even in a ghetto! An affirmative attitude on the part of a competent eteacher can motivate educational growth in her students. A teacher must be professional - she cannot afford to exhibit prejudice. Negro - Woman 44 years old

It was a "gruelling" experience, but most rewarding! 6 weeks seemed too much, but actually there was not enough time to absorb all that we must learn if integration is to move smoothly. Therefore I would not change the structure - however, field trips might be incorporated - to actually visit and work with disadvantaged groups. Negro - Woman - 44 years old

More time is needed. Six weeks did not seem enough. I feel we are just starting to feel the problem. We now are more knowledgeable and better able to work as a group toward helping to solve the problem. White - Man-37 years old

From both the administration and participant points of view the teaching in the institute was of first-rate quality. The directors are deeply appreciative of the honesty of approach, the genuine scholarship, and the human spirit which permeated the presentations of Dr. Reid, Dr. Hopkirk, and Professor Hall.

The Staff was pleased with the way the institute developed along the lines of the original planning and the enthusiasm of the participants as they entered into the work involved and with their growing openness and genuine communication. As one participant wrote:

> In the Seminar the instructor conducted a class activity by asking the participants to answer the question Who am I? twenty times. Those who had the opportunity to answer these questions, and even the observers, began meeting the problems of intergroup relations openly and frankly discussing them. Negro - Woman - 57 years old

As evidence of their group feeling was the election at the end of the second week of a young Negro woman teacher as institute secretary. She kept role daily, handled the coffee funds and the distribution of hand-outs. Another evidence, peculiar to our institute, was the way the group rallied around a middle-aged white woman whose mother died the third week of the institute. They collected money for flowers for her and sent a personal greeting along with them.

The Staff as well as the participants feel that we have learned a great deal this summer. We are hopeful that the sense of unity developed by the participants and their new relationship with each other will be a stepping stone toward greater communication and understanding in the total Chester school faculty, and toward a sharing of the "goal" of quality education for all Chester secondary public school pupils.

An immediate result of the institute was the resolution expressed by all members of the group to disseminate their newly found knowledge and objectives among their respective faculties. To this end some have already seen their principals to organize faculty meetings for intergroup education, and they are looking for other ways to help other teachers share their goal of equal opportunity for all their pupils. Among these were requests that other teachers be given the same opportunity that they have had.

The group has asked PMC to give them aid in their new dedication, by supportive counselling as they proceed through the first semester of this coming year. To implement this we plan to have a monthly meeting with this group, at least a part of which will be given to report, counselling, and problem solving. This will be in addition to the evaluative procedures set up in our original proposal.

One of the immediate outgrowths of the Seminar Session was a list prepared by the teachers of ways in which the Administration of the Chester schools could assist teachers to do a better

job of instruction and counselling in their own classrooms. The areas where assistance could be profitably used are:

Audio-Visual Aids and Technicians

Secretarial Services (primarily typists)

General clerical assistance

Cafeteria aids

Library Aids and Services

Lay readers

Facilities for setting up field trips

A different classroom atmosphere, a free exchange of ideas and plans among Negro and white teachers, a new outlook on the disadvantaged child, as well as new techniques with which to attack these problems, are pertinent gains.

Like the participants, the Staff is looking forward with cautious optimism to this group of teachers having developed the ability to look upon themselves as directors of the learning situation in their classrooms with the result that each child therein will have found worth in the eyes of his teacher and himself.

PARTICIPANT QUESTIONNAIRE

INTERGROUP RELATIONS INSTITUTE - SUMMER 1965

. What were the major objectives of this Institute as you understand them?

. How well do you think the Institute realized these objectives?

. Will your Institute experiences help you with problems arising from desegregation?

. What learning experiences of the Institute do you think were most valuable?

. What do you think was the greatest single benefit of the Institute?

. What was the least beneficial?

. How many sources of information regarding desegregation and its attendant problems have you learned to know and use in this Institute?

. To what extent have plans and materials been developed by the participants for future use?

. Will these plans and materials be useful to you in your specific school and classroom situation. If not, Why?

). Were the informal activities of the Institute adequate and satisfying?

. How actively involved were the participants in the experiences of the Institute?

. Would you sign up for this Institute if you knew as much about it before you enrolled as you do now at its close?

. What changes would you make in organization, programming, activities, number of sessions, instructional procedures, use of materials,

13. (Con't)
dessiminating desegregation information, or any other aspects of the program would you make if you were planning a similar Institute?

14. Would you like some continuation of your training experience in this Institute?

15. Would you like some "follow-up" or supportive procedures to be developed by PMC? Would you attend a series of sessions designed to answer these needs during the school year.

INTERGROUP RELATIONS INSTITUTE, EQUAL EDUCATION OPPORTUNITIES PROGRAM, PENNSYLVANIA MILITARY COLLEGE, JUNE 28 - AGUST 6, 1965

THE COORDINATING SEMINAR: Ira De A. Reid.

I. AREA OF EMPHASIS:

"Coordination of instructional program and relating course content to actual school-community situations. It will include field trips, informal discussions, visiting lecturers, research assignments, the use of audio-visual aids, and community resources."

II. MATERIALS:

A. BOOKS:

BENEDICT, RUTH. PATTERNS OF CULTURE.
GOODMAN, MARY ELLEN. RACE AWARENESS IN CHILDREN. (Not available.)
CLARK, KENNETH. DARK GHETTO.

B. OTHER MATERIALS:

CONTEMPORARY NATIONAL AND STATE LEGISLATIVE ENACTMENTS ON CIVIL RIGHTS AND EDUCATION.

REPORT OF THE CHESTER CITY PLANNING COMMISSION, 1965.

"RACE" - A PUBLICATION OF UNESCO (Out of print. Processed for class.)

"OPPORTUNITY" - a special publication of the Rockefeller Foundation on its equality-in-education program, Summer, 1964.

"THE CASE OF THE BORROWED WIFE." A recording produced by The National Association of Educational Broadcasters.

"BLUES FOR MR. CHARLIE", James Baldwin. A play for analysis.
Miscellaneous materials, including Student's Weekly Reports.
Visiting lecturers. Seminar Reports.

III. SEMINAR PROCEDURES:

A. "Feed-in" from discussions of other training sessions;
B. Introduction of new materials via seminar presentations by instructor;
C. Discussion of assignments.
D. Preparation of five 300 word reports.

IV. SCHEDULE:

FIRST WEEK: Introduction to the study of the INDIVIDUAL, the CULTURE, and the COMMUNITY from a sociological-anthropological viewpoint. (Lecture - discussions)

Definitions of the situations:

a. The individual: "Who Am I?" test. The search for new experience, response, recognition and security.

b. The culture: Folk, work, place theory and synthesis.

c. The community: Structure, function, and process as instruments of analysis

Application to the City of Chester.

SECOND WEEK:

a. CONTINUATION.....
b. Begin Patterns of Culture
c. First Seminar paper due.

THIRD WEEK:

a. Conclude Patterns of Culture.
b. Relate findings to observation of Chester as a community. Use of maps for determing social areas. Relate school siting and problems to types of areas - wards, census tracts, sociological areas, planning districts.
c. Second Seminar paper due.

FOURTH WEEK:

a. Continue discussion of Chester community and its organization as they relate to the school system and to the teacher and the pupil. What are the problems?
b. Third Seminar paper due.

FIFTH WEEK:

a. Introductory analysis of Dark Ghetto.
b. Relate materials to Chester and other areas.
c. Relate materials to secondary education in Chester.
d. Cite situations for resolution and solution.
e. Fourth Seminar paper due.

SIXTH WEEK

a. Conclude Dark Ghetto.
b. Play-reading session of "Blues for Mr. Charlie" to indicate teaching device as well as integrative and disintegrative factors of community, culture, and personality.
c. Fifth Seminar paper due.....Diagnostic session.

WEEKLY SEMINAR PAPER TITLES. (300 Words each)

I. Cultural Deprivation and the Schools of Chester - A Definition of the Situation

II. The Chester Community as a Way of Life ... A Profile.

III. "Under My Skin" ...One learns to be Ethnic-Racial.

IV. "...But Thus Sayeth the Law" - Civil Rights, the School and the Community."

V. Cultural Deprivation and the Schools of Chester - A Redefinition of the Situation.

Note: Copies of all weekly Seminar Reports will be made available to each participant.

Final Speech
given
August 6, 1965

by Dr. Ira De A. Reid

Ladies and Gentlemen:

I suppose the success of these six weeks of Intergroup Education may be attributed, in part, to the way in which the matter was presented to the United States Office of Education for a grant to undertake the project. I quote from the proposal that was submitted to Washington. "In a recent speech at the American Association of School Administrators, in Atlantic City, New Jersey, the United States Education Commissioner, Francis Keppel, accused educators of being inflexible, insulate, and defensive about school policies. Well, this may be a valid criticism. The answer seems to lie, not in criticism, but in providing newer knowledge for the new problems confronting educators." The statement continues, "The City of Chester continues to attract national attention from problems associated with desegregation, in both schools and community. It is difficult for teachers to cope with classroom problems resulting from inherent ehtnic frictions particularly in secondary schools. It is this problem, then, that emphasizes the vital need for institutes; the need for secondary school educators to develop the professional skills and insights necessary to cope with the problems of rapid desegregation in an old industrial city." I think that's sufficient to provide you with the original definition of the six week's program. And if you recall, this is where I came in - in defining the situation.

Now, during these six weeks, I think we might say, that in the language of Edna St. Vincent Millay , one of our favorite light poets of a few years ago:

> "My candle burns at both ends..it may not last the night,
> but ah my friends, and oh my foes, it gives a lovely
> light."

We have, perhaps, burned the candles at both ends, looking at our jobs as teachers and trying to look at Chester objectively in terms of what we want our community to be. But as we have looked at the sorts of things we have done, we have perhaps gained "a lovely light." Disturbing as it may be, it may be that we will need polaroid lenses for awhile, but, withal, we have seen Chester somewhat differently. Our objectives, then, in terms of this original statement were: to provide for a selected group of teachers,training in practical skills that may be related to the fundamental problems of desegregation. There is nothing more fundamental than reading, a communication skill. Second, to increase our understanding of the problems of cultural deprivation, cultural deprivation that goes along with frustrations, economic and social blocks that may exist within the community; and three to coordinate the insight and training with actual school activities, endeavoring to see ways that we may look at the learning situation in order that there may be an improvement in teacher-pupil-school-community relations.

The design was to have three sorts of training units. One of them to understand what we call the Dynamics of Democracy, with which Dr. Hopkirk has been working, the dynamics being concerned with group processes and individual behaviors. On some days you have been on a sort of socio-psychiatric couch. You have come out of our meetings much

disturbed about many things. But, you have learned more about group dynamics. You have seen the formation of these thirty people into a homogeneous group, then break up into little factions, only to resolve itself into a group again. Sometimes we were happy, sometimes we were sad, but, we were always a group of some sort.

During these six weeks we have developed Reading and Study Skills interpretations that are masterful. As I listened to some of the discussions yesterday ,I sensed that the contributions that came from that class of reading skills were very, very rewarding. It made me feel that it was worthwhile to know how much I did not know. And as I have said to some of you at other times, even for teachers, there is no reward in teaching unless you learn. And to have been able to learn was a very important reward for those of us who participated in this program as teachers.

The Coordinating Seminar was like "Joseph's Coat", it was made of many colors, (That is no pun), But, it was also made up of many types of problems. At times we did not know where we were going from the beginning of the hour to the end, but, we did try to go somewhere, very much like the reply of the cat to Alice in Wonderland: It doesn't matter where you go, you'll always end up somewhere. This we attempted to do.

These six weeks having ended,we are supposed to evaluate what has happened. This will be done through written reports to be made by the staff; through follow-up programs throughout the school year, and in terms of reports that will come back to the administrators from the schools in which you have worked. Reports which should provide evidence of any benefit derived from our experiences this summer. In addition to this, you have had the advantage of a three-way evaluation while the Institute was in process. In Mr. Hall's class, you had not only the content materials that were presented to you,but, you also had the group reports in which there was an opportunity for persons to report on the exercise of their various skills; and an opportunity for us to see that some people just do not work in groups as well as do some others. In fact, some may not work at all in groups.

In the Coordinating Seminar, you were challenged with making five individual reports in which you were asked to tell about yourselves; to tell about your relationships with four types of experiences dealing with the problems of segregation, the school system, and you as a person. You may recall that you did not deal with all of those as effectively as you could have done. We gave you one subject at the beginning, and asked that this be reconsidered at the end. The end paper, therefore, may represent the end papers of a book. Now that it is done,let's see what happens in the course of this story.

These types of evaluations represent ways in which you may look back upon the summer's experience to see what it did, and what knowledge may be utilized in the course of an academic year as teachers. In these papers some of us are very proud of the sorts of things we have done so we have told about ourselves. Some of us have been very honest, and some of us have remained "lost in the stars", never talking about the real fundamental things that are part of us, in terms of this racial situation. All of these papers are very revealing, because they represent the ways in which peoples and communities adjust to the types of problems with which we are concerned, what we see and feel as well as problems to which we are not sensitized.

All in all, the activities of the Summer Institue have related much more to the teacher as a person that they have to some of the major problems over which teachers have no control. Therefore, a tremendous amount of effort has been placed upon interpreting the teacher as a professional person, in a situation that is not yet fully professional. It seems that we as teachers, as professional people, have a great contribution to make in developing an understanding of the responsibilities that attend changing the character of a community. Some of us are parents; we realize the problems attending that. All of us are citizens; some being more citizens than others, since some of us do not live in Chester. But all of us are teachers, and it is the professionalization of teachers, within this context of desegregation and human rights that seems to be the important thing. You have heard persons who have come from other projects, ask about what we were doing here, and I think the important thing that has come forth is, that here we are attempting to understand the person, the teacher as a person; the teacher as a professional person, and the responsibility that attends this profession in a democratic society.

Now, the role of the professional person in a situation that is changing, becomes very important. How do I walk with kings, and not loose the common touch? Or how do I walk with a common touch and remain professional? This I think, is one of the challenges that comes forth out of this summer's experience. The reformation we seek has to continue for a long period of time; and as it continues, I think, we shall see that we are beginning to make a dent. A dent on what? On the lives of people with whom we are working. It is almost impossible, I think, for us to pay off the debts that have been handed on to us by previous generations. But we can reduce that debt and make our schools democratically solvent.

You moved into a school situation that was as it was, and is as it is. You did not create it. In part it was created before you. You cannot be expected to wipe out community deficiencies in a short period of time, but you can be expected to change the definition and the character of the situation through your integrity as a professional person. And this redefinition of a situation - as a professional person - is the thing that gives character, dignity, and importance to such a project as this, and to the sorts of things to which you have given your time and interest. Furthermore, I think that in connection with the evaluation sheet you are professional if you would not undertake such a course again unless you were paid to do so. I do not believe that we should do this "for free". If the problem we face is a liability on Chester and the Nation, it is worthwhile for the federal community and the local community to underwrite the cost of defraying this tremendous debt.

Now there has been some concern over the fact as to whether or not the teacher is able to effect any sorts of social changes. Now whether or not we will be able to change the Chester system or the Chester community is really a problem that is beyond us as individuals. But very important to us in our professional role, are the persons within the community with whom we come in contact. These would include those who are tied in with the political system, and with the economic and social systems. It is for this reason that some of us have considered maintaining or re-establishing an Institute that may deal with participation of the teacher in the community, plus a professional seminar, so that you might have over a period of one year a sort of seminar that would during one month deal with problems that are community related

through which the teacher works, and then in another month deal with the problems of the teacher in the school situation from a professional point of view. Such a program should permit you to become less of an isolate as a teacher no matter where you live. This seems like a stupendous undertaking, but it is the only one that would permit some of us to come out of our shell; to permit some of us to take the role of Tennyson's "Ulysses", and after coming out of retirement decide - well, I just can't stay back in the shell any longer and the only thing to do is to strive to seek to find and not to yield, with a certain amount of integrity. The development of such integrity among us this summer has been tremendous.

Well, the learning is completed now, but I don't think we can write a book about it. You have a book, a book of the materials on which all of us have been working. How will you use it? I don't know. Would you come to do it again? I suppose you would. If you would not, you would have a good reason for doing so, you might leave off something else, but what you are able to do with it might be suggested by the story that is told about the late Professor Charles Beard, a famed political scientist, of Columbia University. Charles Beard was asked to write a book called "The Lessons of History". He was told by his publisher that this would be a great book for him to write, that it would have tremendous sales; that he would be independently wealthy if he wrote it, and that the firm certainly would be interested in having him do so. Well, Mr. Beard said, he wasn't particularly interested but he would think about it. The publisher came back to him within a few days and said, "Well, Charles are you ready to write this book?" Again, Charles Beard said no, but told his publisher that he would give him the general ideas. If anyone wants to take these ideas and write them up in a million words, he may go ahead and do so. These ideas were: 1) The mills of the gods grind slowly but they grind exceedingly fine. 2) Those whom the gods would destroy they first make mad with power. 3) The bee fertilizes the flower it robs. 4) When it is dark enough you can see the stars.

No, I don't care how romantic these statements sound, but they seem to be the essence of our experience this summer, especially with reference to our roles as professional persons working in Chester.

<u>The mills of the gods grind slowly, but they grind exceedingly fine.</u> Change is always going to take place! And when it takes place utterly, it is utter change!

<u>Those whom the gods would destroy they first make mad with power.</u> The ursurpation of power and the exploitation of people has to come to an end sometime, if the proper instrument is brought to bear .

<u>The bee fertilizes the flowerit robs.</u> Segregation is not a one way process. Segregation and discrimination tend to create other sorts of attitudes, other sorts of behavior and they are complementary situations.

<u>When it is dark enough you can see the stars.</u> What do stars mean? When you become so loaded with the facts and the analysis of the situation - when youv'e got to omit a number of the myths - when you find a great deal of truth - you will be able to work through it with creative types of experiences that are worthy of our profession.

This is not the summary sort of summary that would be printed in an educator's handbook. But, it is the sort of summary, I think, that may have meaning for us as we work through a situation we did not create; one that we would like to change, not for ourselves alone, but for the good of the people in the community in which we live and work.

Evaluation and Assessment

Dr. Ira de A. Reid

The Institute was composed of thirty teachers, 13 Negroes and 17 Whites, but divided equally between the sexes. (The racial breakdown seems necessary because of the nature of the problem with which the Institute was working). Their mean average age was 38. Their teaching experience approximated an average of nine years.

Fifteen of the teachers were graduates of Chester High School. Eighteen of the number had graduated from a Teachers College. Eight had received a Master of Arts degree.

Only twelve of the teachers were residents of Chester.

These facts, in part, helped to define the social and intellectual level of the seminar discussions as well as the nature of individual participation.

Since no original plan for evaluating the work of the seminar was included in the prospectus, a plan for doing so had to be designed while the course was in process. The seminar leader's purpose became that of achieving orientation around 1) one's conception of himself as a person, as a teacher, and as a member of a community; 2) seeing the "problem" of sub-cultures and their relation to the larger culture; 3) the fact of discrimination, that is, the unequal distribution of goods and services for all groups in the community, rather than the problem of prejudice as a sole determinant of individual or group behavior.

The approach of the seminar was from the point of view of the liberal arts content materials and their relevance for the teaching situation. Thus, contrast materials were found in the Benedict volume and in the recording "The Case of the Borrowed Wife." In yet another vein, efforts were made to dig beneath the level of the usual curriculum offerings and utilize "folk culture" materials as a basis for understanding and interpreting sub-cultures. Thus, Baldwin's "Blues for Mister Charlie", a current play, and Clark's Dark Ghetto became straw men for seminar discussions. And lest the pseudo-scientific, arguments of race differences enter too markedly into the discussion, the UNESCO pamphlet on Race was processed for distribution and future use. Throughout the seminar the principle was maintained that teaching is a profession, teachers were professional people, and the materials developed in the class were "privileged information."

The chief data gathered in the seminar were the five 300-word papers prepared by each member on the subjects indicated. They were processed without correction (despite the typist's dismay) and were used for discussion purposes as well as a basis for content analysis in any further development of the course or the materials.

Content analysis is a way of quantifying data from published material that have characteristics of interest for the subject. What words indicate or reveal the attitudes and points of view of the

writer? Are there any ambivalences in the writer's reactions to the four major topics presented for analysis? Is there any change in the point of view presented in the first paper and in the last one? While it was not possible to analyze these papers in depth, it was possible to develop a series of hypotheses that can be tested through further analysis. (A set of papers is to be included.) These hypotheses are: (For complete set of papers see Appendix 7)

1. The average teacher in the group does not know the community of which his school is a part.

2. The average teacher in the group, if he discusses the racial aspect of education reveals himself as non-prejudiced. Some teachers, however, consistently refrain from recognizing any deliberate bias in existing conditions, but point to the general improvements that are necessary in Chester schools.

3. Those persons who have had close person to person contacts with Negro pupils and teachers are convinced of their effectiveness in these situations and speak with the voices of experiences.

4. Teachers who work in such areas as music, art and sports report more success in human relations than do teachers who work in other areas.

5. "Politics" is a tabooed word in discussing Chester schools.

6. The learning experience of the 5-papers project did much to open the eyes of the group members on many aspects of the culturally plural community that had not been noted before.

These materials, in fine, represent a tremendous body of data that can be utilized for in-service training on the one hand, and for up-dating the materials that are used by teachers in secondary school teaching situations.

The success of the seminar is certainly due to the ability of the administration to provide a wide range of speakers and cultural experiences which the group had not had before. Furthermore, the summer provided the teachers with a healthy social experiences that created another sub-group among teachers - one interested in the human side of the Chester school population.

I regard this experience as a "trial run." We now know more about Chester's schools and their teachers than ever before. The Institute caused the teachers to draft a body of suggestions to be presented to the school administrators. A continuation of this type of program will certainly provide a ground swell for better human relations within the school community as well as within the wider community of which the school is a part, and in which the teacher can truly become professional in human relations with pupils, fellow-teachers, administrators, parents and public representatives. But such a ground swell requires much more work like this - and just as much local, state and federal cooperation - if not more.